

Skills Progression Sheet Art KS2

Year 3	Year 4	Year 5	Year 6
<u>All About Me</u> • Know about great artists and understand the historical and cultural development of their art. • Evaluate the artwork of Van Gogh and own work. • Complete self-portrait, comparing the portraits of Van Gogh that they have observed. They will also describe the different art techniques used. • Create a detailed, first-hand sketch of themselves, using shading, hashing and tone with pencils. • Select from a range of tools (including different sized/shaped brushes). • Paint using watercolours, and mix using the primary colours. • Review and revisit artistic design choices as the creative process continues.	<u>Relationships (VIPS)</u> • To investigate a range of Mandala patterns and develop an understanding of their meaning and significance. • Mix paint in equal parts accurately to create secondary and tertiary colours. • Add varying amounts of colour (black/white) in stages to change shade or hue. • Mix colours in unequal amounts to create hues. • Draw a variety of patterns, raindrop, swirl, circles, loops in order to create their own Mandala.	<u>Amazing Arizona</u> • Research the photographer Ansel Adams and understand the historical and cultural development of his art. • Evaluate and analyse his work. • Take photographs of nature, exploring ideas and recording observations, using them to review and revisit ideas. Identify the geographic features from the photographs taken. • Evaluate and analyse their own work. • Write descriptions of their photographs. • Create a piece of photographic collage art work using some of Ansel Adam's photographs to show the Grand Canyon's features. • Write a description of their piece, explaining the geographical features shown. • Evaluate and analyse their own work.	<u>Inquisitive Archaeologists</u> • Create a sketchbook to record observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting, and sculpting with a range of materials (e.g. pencil, water colours, charcoal, clay). • Design and create illustrations to depict their archaeological discoveries. • Design and create a sculpture based on the Maya.

<u>Trust Me, I am a Botanist</u> • Evaluate and analyse creative works of Margaret Mee and Georgia O’Keeffe, compare these, and then create own piece using the language of art, craft and design. • Use local flowers observed in woodland walk to paint. • Record evaluations and views through verbal discussion and annotated artwork. • Use primary colours to colour mix.	<u>Imaginary Worlds</u> • To study the work of a famous artist. • Observe an artist’s work closely and accurately recreate a section implementing David Hockney’s style into our own work. • Draw the outline of a landscape, focusing on perspective. • Add colour to their landscape in the style of David Hockney. • Evaluate how effectively we have reproduced an artist’s style in our own work.	<u>Kensuke’s Kingdom</u> • Compare ‘The Great Wave off Kanagawa’ with other examples of Hokusai’s work. • Share opinions of the artwork and justify these with reasons. • Explore and discuss the use of colour to create different moods (warm and cool colours). • Identify how Hokusai has created perspective using the foreground, middle ground and background. • Use colour mixing techniques to produce a refined finished product (watercolours or acrylic paints). • Use printmaking techniques effectively. • Draw your design with a pencil. • Remember the marks will be reversed when you print. • For foam use a blunt pencil to make deep marks. • For lino use a lino cutting tool and either cut around the lines or cut out the lines. • Squeeze acrylic paint on to acetate and roll it out. • Use the roller to roll the paint evenly onto the print.	<u>Northern Lights</u> • Share opinions of Birmingham’s artwork and justify these with reasons. • Use chalk pastel techniques effectively: ◦ Hold the chalk pastels like a pencil. ◦ Draw main outlines of the illustrations. ◦ Use angled part of the chalk pastels to wear down the outlines and to create texture. • Apply techniques used by Birmingham to create a piece of artwork based on the Aurelia Borealis, and for illustrations for their own picture book.
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